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ABSTRACT

The immigrant population of Israel falls into two large groups: those of European descent and those from North African and Middle Eastern countries. Families from traditionally agrarian Arab countries generally have a lower socioeconomic status, and their children have difficulty competing in school with children from a more urban, industrialized, predominantly middle class background. Starting in 1958, the Israeli government developed compensatory education programs for these and other "culturally disadvantaged" children, with a range of enrichment and support programs designed to allow disadvantaged pupils more time to adapt. Among these were the Fostering Projects for the Gifted Disadvantaged, which included a large scale longitudinal boarding school program intended to foster the more able of the culturally disadvantaged. Preference was given to those children from the Middle Eastern and North African communities whose family conditions indicated that it was desirable for the child to leave home for a boarding program. The children were housed in a number of academic, technical, agricultural, and maritime institutions, and received intensive educational, enrichment, and counseling activities. Evaluators then examined data for the 1961 class, the 1966 class (both of these for their four years in the program), and a 10-year post-graduation followup of the 1961 group. This 10-year longitudinal study indicated that students in the boarding program had a higher success level than those in conventional academic settings, with a lower dropout rate and a higher rate of matriculation and post-graduate education, particularly at the lower ability levels. (CJM)

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# THE GIFTED DISADVANTAGED OF ISRAEL

Speech to be delivered by

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## Introduction

In the context of the various discussions here on the educational treatment of gifted and talented children, I should like to present highlights of a 10 year longitudinal study of a program developed in Israel for what we call "the gifted disadvantaged". The program, and its associated impact evaluation study, were directed at a particular segment of the Israeli school population -- namely those children who came from educationally disadvantaged backgrounds. Among our population in Israel, this group comprises primarily immigrants from non-European backgrounds such as from North African and Middle Eastern countries.

## Characteristics of the Population

Let me briefly outline some of the characteristics of our population. The absorbtion of continuous waves of immigration into Israeli society has been a complex problem. A major contributing factor is the extraordinary cultural diversity of the immigrant population. The Israeli population can be divided into those of European descent and those of Middle Eastern and North African descent. With respect to the differing integration problems posed by these 2 different groups, the following 4 factors account for subsequent differences in the process of absorbtion between these 2 ethnic origin groups:

1. Social and economic patterns extant in Israel when it was established as an independent state in 1948 had been largely developed by urban Europeans from industrialized systems. The Jewish immigrants from the Arabic-speaking countries, accustomed as they were to Moslem agrarian, social, and cultural patterns, had difficulty adjusting to Israel's social and economic patterns.

2. European ethnic-origin Jews had undergone successive social and cultural upheavals (the most recent and extensive upheaval prior to Israel's establishment, having been the Holocaust). A history of such upheavals can be seen as having facilitated changes in attitudes and flexibility towards traditional habits and beliefs. The Jewish communities from the Arab countries

[Speech delivered at the Manila Conference on Education for the Gifted and Talented (Philippines, August 1983).]

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had not undergone this experience and thus tended to be more tightly bound to traditions and beliefs.

3. European ethnic-origin Jews had had the experience of organizing educational programs and "training centers" for themselves prior to coming to Israel. Such large scale organization was not possible in the Middle Eastern and North African countries, and

4. Both middle and lower class ethnic Europeans immigrated to Israel, whereas among the ethnic Middle Eastern and North African immigrant population (in which clear social stratification existed), generally only the lower social strata were to be found among the immigrants to Israel.

One result of the above differences was an inevitable association of ethnic origin with SES (socio-economic status). Furthermore, large numbers of Middle Eastern and North African immigrants settled together in crowded urban neighborhoods. Their vocational and educational levels were low; employment was unstable and did not pay well, the birth rate was high (twice that of their European counterparts); and mortality rates, due to improved medical care in Israel, dropped to one quarter (¼) of what they had been during the previous generation. A vicious circle evolved which included further overcrowding and pressure upon children to leave school as soon as they could work. Thus the second generation did not have the opportunity to rise significantly above their parents' standard of living.

This group of immigrants and their children are often referred to in the literature as "culturally disadvantaged". I hope it is clear that the use of this label is not meant to be value-laden or disparage a particular group's culture. When we say, for example, that children of immigrants from Yemen or Kurdistan are culturally disadvantaged, we are not passing judgment on the value orientation or behavioral patterns in traditional agrarian Moslem societies. However, one these immigrant

children do find themselves in a situation where they must compete in schools with urban industrialized - predominantly middle class European society, they are in effect at a cultural disadvantage.

It goes without saying that this is a culturally different group -- different from the dominant cultural group in a manner not unlike those children of Black, Puerto Rican, or Chicano heritage in the U.S., for example. It is not the quality of a given culture that determines whether the group becomes culturally disadvantaged, but as Moshe Smilansky and David Nevo point out (in their 10 year longitudinal study of the 'gifted disadvantaged'), rather it is the group's ability to function according to dominant group cultural norms in a particular setting.

This group, in any case, has shown a lower level of educational achievement relative to their European counterparts from the early 1950's. For example, the Jewish population from the Middle East and North Africa, although it comprises about 50% of Israel's population had an 8th-grade passing rate of 10-13% as compared with 40-45% among their European counterparts. In 1956 a decision was made to evaluate this population on a lower normative criteria on the 8th grade National Scholastic Evaluation. Thus while the regular 'pass' mark was 80%, the 'pass' mark for this population was lowered to 70%. A pass mark assured place in one of the secondary "academic" schools. Differential educational attainment could also be seen in the early elementary years. By first grade a disparity in achievement had been reported by Enoch in 1950. Feitelsohn (1953), reported that the gap in reading comprehension achievement between European and Middle Eastern/North African peers

became more pronounced by grade 2, and early studies (Smilansky, 1957) indicated that this disparity in turn began to effect Middle Eastern/North African children's attitudes toward school. As Smilansky and Nevo report in their longitudinal study, feelings of inferiority, coupled with the parental view that "school is not the place for me", led to early and high drop out rates.

The above discussion should serve as some background to the growing education problem Israel was facing by the early sixties. Let me turn now to some of the ways that Israel sought to ameliorate the situation, including our program for the 'gifted disadvantaged'.

Israeli Educational Policy

While a number of different educational and social policy phases could be traced, let me focus here on the stage of Israeli educational policy of compensatory education (roughly during the years 1958-67). During this phase, a number of approaches and projects were developed under the auspices of the Ministry of Education through linkage with the Szold Child Welfare Institute acting as an instrument of experimentation and evaluation. Among the activities approved by the National Pedagogic Board and implemented by the Szold Institute were a range of specia' enrichment and support programs to allow the disadvantaged pupil more time to adapt. Examples of these nationwide programs include: long day and/or long year programs; remedial programs in the basic skills; counselling and guidance teachers; youth recreation services; pre-vocational and vocational opportunities; and (of special interest to us here) special enrichment for the gifted among the disadvantaged. The latter special fostering of the more gifted among the disadvantaged, is the program of concern to us today.

Special Fostering Projects for the Gifted Disadvantaged

The special Fostering Program for the Gifted Disadvantaged was designed to focus on the group in the upper third to upper quartile in ability ratings among the disadvantaged. For this group, three different fostering projects were undertaken -- each with a different orientation and setting:

1. The first project was an afternoon and summer enrichment program for upper elementary aged youths, and
2. The second was an experiment at intellectual fostering of a selected group of disadvantaged in the University High School at the Hebrew University, and
3. The third was the large scale longitudinal Boarding School Fostering project.

The focus in these special fostering programs was on the group of disadvantaged youngsters that had demonstrated higher motivation, ability, and achievement throughout their elementary education. The project that I will discuss here is the Boarding School Fostering Program.

Boarding Program Assumptions

The Program and its organizational design were based on the following five assumptions:

1. The existing situation of the culturally disadvantaged ethnic and social groups should not be regarded as indicative of limited potential.
2. That special importance should be given to directed fostering from early childhood, but that this does not imply that change is not possible at a later age.
3. That an "emotional crisis" may be a positive factor which can be intensified and used as a pedagogic-therapeutic tool.
4. Adolescence is a particularly suitable time for fostering resocialization activities because it is a potential period of search for self identity; its directed intensification



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and exploitation may offer the prospect of meaningful change.

5. Preference should be given to fostering the more able of the culturally disadvantaged.

The first assumption relates to the question of potential. At the time the first Boarding School Fostering Program was initiated the 8th grade National Scholastic Survey Test showed that only a small proportion of our target group attained adequate achievement for continuation of academic studies. 8.6% attained the 80% percentile (the cutoff score for entrance to academic secondary school) compared with 39% of their European ethnic origin peers. Of our target children who came from a family where the father had an 'elementary education', of those that came from a family of 4-5 children, 7% attained the 80+ mark; those in families with 6-7 children, 5% attained 80+, and in families with 8 or more children only 3% reached the score of 80. When the father was 'uneducated', only 2% attained the 80+ mark, regardless of family size. Perseverence in school was another factor examined at the outset of the Boarding Program. Data from a 1957 survey of elementary school graduates showed that of those who reached the 80+ mark in the survey test, 60.5% of our target population applied to academic secondary schools (compared with 73.5% for their European peers); 37% graduated seconary school (compared with 60% for the European ethnic origin group); and 27.5% received matriculation certificates (as compared with 55% among the Europeans).

It was assumed here that ability is, to a certain extent, a product of social factors (among others). It was felt that the educational system could set up an intervention process of resocialization and re orientation to aid in overcoming the initial situation.

It was also felt that in order to generate change among

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adolescents, it would be important to develop the individual's awareness of the need for change and the commitment to work towards change. This was decidedly a program based on separating adolescents from their homes and communities, putting them in a peer based living arrangement, presenting them with intellectual challenges in schools with high academic requirements, placing them in competition with middleclass peers -- and supporting them to assume the role of gifted and not disadvantaged.

Process of Implementation

The implementation of the Boarding School Fostering Program was planned and organized around a series of basic propositions including: a) the identification and initiation of fostering of the gifted culturally disadvantaged requires a broad based enrichment program, b) the selected students should be identified to themselves and others as "gifted" in order to foster motivation and raise the level of aspiration, c) the project should have high academic and social status, d) training (as opposed to boarding) should be channeled into different types of institutions so as to maintain the status of different institutions in secondary education, and to meet multiple needs of the participants, and e) the parents are partners in the fostering project and must share in supporting the resocialization and adjustment efforts of the project.

Beginning with the first group (in 1961), three criteria were used in the selection process. The first was an ethnic origin criteria which gave preference to the disadvantaged children from the Middle-Eastern and North-African communities. 80% of the participants came from these communities. About 20% of the available places were alloted to new immigrant children from Eastern Europe who had arrived during the

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preceding 2 or 3 years. The second criterion was a psychological/ educational criterion and included selecting the most gifted pupils based on s cial reports, tests and personal interviews with parents and children. The third criterion was socio-economic. Thus chidren from the above categories were admitted only when family conditions (determined on the basis of a combined index of place of residence, parental education and occupation, family size, and size of housing), made it desirable for the child to leave home in a boarding program. As we gained experience with selection (and as the number of potential candidates grew in subsequent years) the process was appropriately modified. In the first year, for example, 1200 students with a score of 80+ were identified; 78 were finally selected. By the 1969-70 school year 3,000 students were recommended from 570 (of 2000) elementary school. After the first round of testing at a regional testing center 921 candidates were selected for further screening, and 526 were accepted to the freshman class.

Brief Description of the Program

The students in this fostering project were initially (1961) housed in a community youth hostel as the boarding home and attended 4 secondary academic schools in the Jerusalem area. Later the Boyer Secondary Academic School was built by the project to serve as an experimental boarding school site. By the end of the 60's, the 1300 students were distributed in 17 institutions for academic as well as technical, agricultural, and maritime education in both the secular and religious systems.

In terms of time schedule, the secondary academic schools run from 8am to 2, sixs days per week while the vocational schools last until

4pm. The weekly load is composed of academic as well as vocationally oriented subjects in the non-academic schools. The agricultural schools require 8-12 hours per week of practice in addition to the academic curriculum. Beyond the 6 hour school day in the academic schools there is usually 2-4 hours of homework assignments.

In addition to the 'school requirements' the program provided a series of special fostering activities. These include auxiliary lessons such as the preparatory summer camp where trainees spend 4 weeks prior to admission to secondary school supplementing and improving their knowledge and skills in selected subjects. Since there was an initial gap between the students' scholastic standing and the requirements of the schools they were to attend, efforts to reduce this gap begun in the preparatory camp were continued until the end of their first year - and in some cases in the higher grades. Hebrew, math, and English were attended to in this was. Instruction was adapted to individual needs and delivered by specialized teachers as well as instructors at the boarding facilities. The average student spend 4-5 hours per day during the first year(s) in auxiliary lessons and personal homework; Cultural enrichment including informal courses in music, drawing, sculpture, drama, and psychology as well as electronics, astronomy, and ethnic folklore. The subjects were selected by the administration of the boarding facility in conjunction with the student council; Social activities. The students were divided into social groups with each group meeting weekly under the leadership of a group instructor to discuss social matters such as problems in Israeli society, adolescence, etc...; Student self government. Students were encouraged to elect representatives to a student council and for various committees dealing with aspects of the boarding home; Voluntary activities. Students

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provided tutoring in neighboring elementary schools, gave Hebrew lessons to new immigrant families, worked with the Fire Brigade and the Israeli Red Cross, assisted at institutions for the blind and related work. Each student was required to participate in 2 hours per week of voluntary work.

In addition to auxiliary lessons the fostering program also provided extensive guidance and tutorial service. In each facility, in addition to the boarding school administrator who is usually a professional educator, there are generally four main additional roles: Group instructors, house mothers, tutors, and service personnel. Instructors, serving as group leaders, waking the students, supervising preparation for school, eating with them, etx... They generally talk to the students about their experiences, organize evening recreation, and supervize night preparation. This particular role has generally been filled by university students and has suffered from high turnover. Later in the project attempts were made to attract more mature group leaders who would be willing to remain for the duration of a four-year course. The house mothers serve as substitute mothers for the facility with respect to personal needs, room arrangements, health and cleanliness, etc... House mothers were often the wives of group instructors after modifications were made regarding the group instructors.

Tutors, qualified teachers, graduate students, or professionals who give courses in an area of specialization work with the children after school. Initially, many of the tutors were the subject teachers of the same students in the morning. Later this proved to be problematic for students having difficulty, and a change of personnel was found to be desireable. Most of the institutions have also added a social worker to



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their staffs to serve as a bridge between the institution and the family particularly in times of crisis. At the decade review, psychologists were only partially available to the institutions and it was recommended that improved services were a necessity for the future.

Physical facilities. As mentioned, the project initially was developed to handle a small group of 78 youngsters and was gradually enlarged to serve about 3,000 in a range of alternative institutions. THe early project allowed observation in a participant-observer approach. But later, as the project diversified and enlarged, evaluation became more formal and more distant including observation schedules by evaluation staff, interviews with students and personnel, etc... Among the findings from the evaluation, despite our early concern about this issue, the actual physical facilities influenced positive fostering opportunities only to a limited degree. For example, initially the candidates were house 8-12 per room, bunk style, and some complained about lack of a place to get away alone. Over the years, facilities were improved. By the 4th year, due to a personal contribution, specially designed dormitories were created for the project at the Boyer School in Jerusalem. Resources for building and equipment were practically unlimited, and all concerned shared in the design. But when all was completed, it became clear that the physical plant played only a minor role in the positive fostering of a group of adolescents; much greater impact could be seen to be due to interpersonal relationships among peers and with staff. (Witness 'roughing-it' summer camp experiences for adolescents accustomed to middle-class luxury!)

IN THE TIME THAT REMAINS, LET ME SAY A FEW WORDS ABOUT OUR EVALUATION DESIGN,AND PRESENT HIGHLIGHTS FROM AMONG THE RESULTS.

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Evaluation. At the initial stage of the program, an evaluation plan was established to provide information on the merits of the program and to guide further planning. The evaluation design, even as it has undergone changes over the years, has always retained the assumption that evaluation should be an integral part of program development. The implementation of the program was carried out by the Ministry of Education; the responsibility for its evaluation was delegated to the Szold Institute (and later the Research and Development Laboratory for the Study of the Disadvantaged at Tel Aviv University) under the supervision of Dr. Moshe Smilansky, initiator of the program.)

The Evaluation was designed to provide both formative and summative evaluation. Formative evaluation included oral and written reports from the evaulation team program staff, and the administration of the program was also encouraged to create an evaluation unit for various small-scale evaluation studies according to perceived needs. (An example of such studies was one conducted by Levin and Nevo of the validity of the test batteries of selection of candidates. A result of this was a reduction and modification in the selection procedures.

The summative evaluation provided data to the research community and the public regarding the nature of the program participants, accomplishments of the program, success of students in school and in social adjustment, etc... These data were presented at a number of conferences, workshops and in technical reports. The study was summarized by Moshe Smilansky and David Nevo in a book entitled, The Gifted Disadvantaged: A Ten Year Longitudinal Study of Compensatory Education in Israel (Gordon & Breach Publishers, 1979). The study was designed to have 3 evaluation phases. The first was an evaluation of

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the 1961 class (the original 78 students) who began in 9th grade, shared a common boarding facility and attended 4 different secondary schools in Jerusalem. These students were compared with 2 non-experimental groups: the 'candidates comparison group', selected from among the candidates not selected for the program and matched as closely as possible on appropriate variables, and the 'classmates comparison group', 300 higher SES classmates of the experimental group from the same schools. The second stage evaluation examined the class of 1966 - again over their 4 years in the program. In this study, data were collected from 9 study groups: A) 224 of the fostering boarding group, B) the classmates comparison group (n=188), C) 62 students from the Day-fostering group (also culturally disadvantage), D) 293 students from Comprehensive schools in development towns, E) a group of Regional secondary school student cohorts (n=100), F) cohorts from immigrant town academic secondary school (n=238), G) 'average-level' academic school group. This included 245 subjects from a large city academic school with 22% of its population drawn from upper SES ethnic-origin Middle-Eastern and North African children., H) 638 students from 'selective academic secondary schools', and I) Students from 'special academic boarding schools'.

The third stage evaluation, developed in parallel with 1966 class evaluation, began a <u>follow-up study</u> of the 1961 class and the candidates comparison group from Stage One of the evaluation.

<u>Results</u>

In presenting the evaluation results the data presented here will focus on 2 measures of students' success in secondary school: 1) dropout rates and 2) success in matriculation exams from Phase One (the 1961 freshman class) and Phase 2 (the 1966 group), as well as data from Phase



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Three, the 10 year post graduation follow-up of the 1961 group.

As you may recall from earlier, the ethnic-origin Middle-Eastern/North African students in Israel tended to have high dropout rates from school. One of the hypotheses of this study was that the boarding fostering program should be able to decrease the drop out rate of these students. An important criterion, then, was the "holding power" of the institutions included in this program . The second main criterion examined was success on the Matriculation exam (or Bagrut). The 'Bagrut', in spite of its limitations as a national evaluation device, is still considered as a requirement for acceptance into institutions of higher education in Israel. Since it is administered nationwide by one central authority, it is also the only measure of Israeli secondary school achievement.

The Tables in your handouts provide the summary statistics on these two major variables, drop-out rates and holding power, and success on the Matriculation exams for the two Phases of the evaluation (i.e. the 1961 class and their control cohorts, and the 1966 class and the 8 comparison group age cohorts or study groups as described above). The 1961 group has 78 subject; the 1966 group had 224 subjects.

Tables 1 and 2 summarize persistence in studies for the 1961 and 1966 groups respectively. As can be seen in Table 1, 83.4% of the boarding students graduated from high school as compared with a total of 60% among their cohort candidates who did not participate in the program (the 60% figure combines 50% completing academic high schools and 9.7% completing technical high schools. Table 2 shows that 73.7% of the students who began in our fostering boarding program completed their secondary studies (i.e. the drop-out rate for the boarding group was 26.3%) As can be seen, the drop-out rate for this group is comparable



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Samuel, E.

## Table 1

Boarding Group and Candidates Comparison Group (1961 Class) by Last Grade of Studies

| Study group | | Last grade attended | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | ninth | tenth | eleventh | Academic twelfth | Other | Total | Total |
| The boarding group | Number | 4 | 5 | 4 | 65 | — | 65 | 78 |
| | Percentage | 5.1 | 6.4 | 5.1 | 83.4 | — | 83.4 | 100.0 |
| The candidates comparison group | Number | 3 | 9 | 17 | 36 | 7 | 43 | 72* |
| | Percentage | 4.2 | 12.5 | 23.6 | 50.0 | 9.7 | 59.7 | 100.0 |

*Four out of the 78 students originally included in this group did not respond to our questionnaire and could not be reached personally. Two students did not study beyond the eighth grade.

## Table 2

Study Groups by Persistence in Secondary Studies

| Study group | Persistence in studies | | | |
|---|---|---|---|---|
| | Dropouts* | Completed 12 grades | Total grade 9 beginners | |
| | | | No | Percentage |
| A. Fostering boarding group | 26.3 | 73.7 | 224 | 100.0 |
| B. Classmates | 51.9 | 48.1 | 188 | 100.0 |
| C. Day-fostering group | 37.9 | 62.1 | 62 | 100.0 |
| D. Comprehensive schools in development townships | 54.1 | 45.9 | 293 | 100.0 |
| E. Regional secondary school | 67.0 | 33.0 | 100 | 100.0 |
| F. Secondary schoool in immigrant town | 42.1 | 57.9 | 238 | 100.0 |
| G. Average-level «academic» school | 54.9 | 45.1 | 245 | 100.0 |
| H. Selective «academic» secondary schools | 21.3 | 78.8 | 638 | 100.0 |
| I. «Special» boarding schools | 50.7 | 49.3 | 130 | 100.0 |

* Pupils who did not complete the twelth grade in the institution where they began their studies in grade nine; some of them may have transferred to another school.



## Table 3

Rates of Success in Matriculation Examination of the Boarding Group and Their Classmates (1961 Class)

| Study Group | Success in matriculation | | |
|---|---|---|---|
| | Actual matriculants | Lack one subject | Potencial matriculants |
| The boarding group | 92.3 | 6.1 | 98.4 |
| Classmates | 86.4 | 11.5 | 97.9 |

## Table 4

Rates of Success in Matriculation Examinations by Study Groups (in percentages)

| Study group | Success in examinations | | |
|---|---|---|---|
| | Actual matriculants | Lack one subject | Potential matriculants |
| A. Fostering boarding group | 71.3 | 15.7 | 87.0 |
| B. Classmates | 63.9 | 18.6 | 82.5 |
| C. Day-fostering group | 76.2 | 16.7 | 92.9 |
| D. Comprehensive schools in development townships | 43.4 | 34.9 | 78.3 |
| E. Regional secondary school | 74.3 | 8.6 | 82.9 |
| F. Secondary school in immigrant town | 66.3 | 23.1 | 89.4 |
| G. Average «academic» secondary school | 69.5 | 17.1 | 86.6 |
| H. Selective «academic» schools | 88.6 | 5.4 | 94.0 |
| I. «Special» boarding schools | 73.6 | 10.5 | 84.1 |

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Table 5

Rates of Success in Secondary Education of Middle-Eastern and North-African Students in the Boarding Group and in the Total Comparison Group by Levels of Ability

| Level of ability (IQ) | Study group | Began secondary studies | | Rates of success | | |
|---|---|---|---|---|---|---|
| | | Number | Rate | Completed 11 grades | Potential* matriculation | Actual matriculation |
| To 89 | Boarding group | 19 | 100 | 53 | 32 | 16 |
| | Total comparison group | 178 | 100 | 22 | 13 | 6 |
| 90–99 | Boarding group | 50 | 100 | 86 | 66 | 48 |
| | Total comparison group | 96 | 100 | 49 | 38 | 31 |
| 100–109 | Boarding group | 42 | 100 | 75 | 65 | 53 |
| | Total comparison group | 100 | 100 | 69 | 51 | 39 |
| 110 and over | Boarding group | 40 | 100 | 90 | 83 | 75 |
| | Total comparison group | 83 | 100 | 81 | 69 | 64 |

* Including students who lack one subject for matriculation.

Rates of Success in Secondary School of Middle-Eastern Students in the Boarding Group and in the Total Comparison Group by Level of Ability.

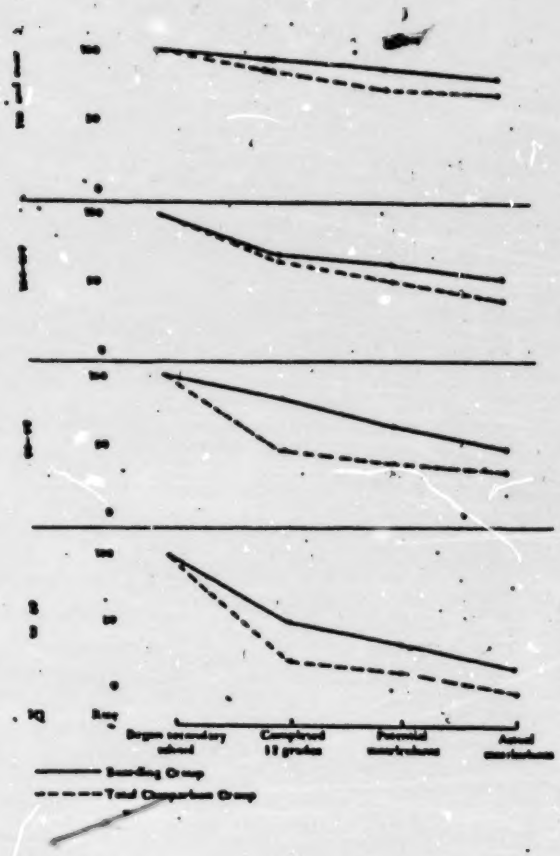


Table 6

Rates of Students in Study Groups Who Attained Various Educational Levels During Ten Years Since Graduation From Elementary School (in Percentage)

| Study group | Educational level attained | | | | | |
|---|---|---|---|---|---|---|
| | Graduated from the elementary school | Entered the ninth grade | Completed twelve grades | Completed twelve grades in academic school | Entered post-secondary institutions | Entered a university | Studied in a university in 1971 | Held a B.A. in 1971 |
| Boarding group | 100 | 100 | 53 | 49 | 79 | 65 | 53 | 48 |
| Total comparison group | 100 | 97 | 33 | 30 | 51 | 38 | 34 | 16 |
| Regular work | | | | | | | | |
| Total comparison group | 100 | 97 | 72 | 58 | 58 | 48 | 43 | 19 |

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to that of study group H, the selective 'academic' secondary schools.

Clearly, the boarding program succeeded in raising the level of high school completion for both the 1961 and 1966 classes.

Tables 3 and 4 summarize Rates of Success on the 'Bagrut' Matriculation exam for the classes of 1961 and 1966 respectively. The tabled data includes the categories 'actual matriculants' (passed all subjects) and 'potential matriculants' (where a pass mark in one subject is lacking. In this situation, students often submit to reexamination at a later time, and do receive their matriculation certificates). As can be seen in Table 3, the disadvantage boarding students from the 1961 class attained scores similar to or slightly higher than their non-boarding classmates in the 4 different schools they attended. Table 4 summarizes the Rate of Success on the Bagrut for the 1966 class compared with the various other study groups. Other studies have revealed that success on the Bagrut covaries with a number of other variables including IQ.

Table 5 compares the rates of high school completion and the Matriculation success rate of the 1966 boarding group with the total of the other comparison groups separating the groups by an IQ measure known as the "Miltha". The improved success rates for the fostering boarding program are clear. Figure 1 diplays these different rates from Table 5 graphically. The solid line on Figure 1 in each of the 4 graphs represents the Boarding Group.

It is apparent from this set of graphs that at all ability levels, the boarding program has an advantage in fostering success than the regular school. This advantage is extremely large at the lower ability levels but tapers off at the higher ability levels.

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found in Table 6, the

summary of subsequent educational levels attained on the 10 year follow-up of the class of 1961 (Phase 3 of the evaluation). Table 6 summarizes the educational levels attained by the original experimental group of 78 students during the 10 years since graduation from elementary school, and the levels attained by a comparison group of 78 students selected from among the 300 candidates who were of similar ability level and SES, etc. but were not admitted to the program. For the comparison group, the additional variable of those who dropped out but later completed external studies is also included. As can be seen, beyond high school completion, 79% of the boarding group entered a post-secondary institution compared with 51% of the comparison group. 65% of the boarding group entered a university (as opposed to another for of post-secondary education), compared with 39% of the comparison group. By 1971, 40% of the boarding group had attained a B.A. while only 16% of the comparison group (or 19% including external studies). If you are wondering why our students 'appear' to have taken so long to complete university studies, let me point out that Israel has universal military service following secondary school or at the age of 18, and generally university studies are begun following completion of military service.

Conclusion. Let me conclude here with the conclusion offered by Smilansky and Nevo in their book.

> Based on this ten year followup study, we may conclude that the boarding program did succeed in creating a better educational opportunity for the gifted among the disadvantaged than did the conventional educational system.... Followup on the first group has shown that this advantage ... is retained even 6 years after graduation from secondary school even when no additional fostering efforts are made. The high rates of success in secondary studies of other classes... suggest that their success in higher education ...[will be similar].

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